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ABSTRACT

A Project of Internships, Certification, Equity-Leadership, and Support (Project ICES), whose purpose was to develop intervention strategies to increase women's participation in educational administration, was field-tested in Kansas from 1977 to 1979. Under a grant from the Women's Educational Equity Act Program (WEEAP), this model selected, trained, and placed women with proven administrative ability, which resulted in the hiring of 10 of the 13 interns as administrators after completion of the program. This report discusses the need for individual and systemic change; how Project ICES was developed, implemented, and disseminated; who was involved; and some of the experiences of those who participated. The ICES program consists of four elements: (1) internships, providing on-the-job training as well as the opportunity to demonstrate administrative competence; (2) certification, guaranteeing that each participant would have the necessary credentials upon completion of the project; (3) equity-leadership, offering workshops concerned with potential problems and conflict resolution tactics; (4) the support component to deal with problems associated with tokenism and to reduce feelings of isolation. The model was implemented through three component organizations: a university, a state education agency, and a state-wide administrator professional organization. (JK)

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Project ICES

Final Report

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ICES, A Project of Internships, Certification, Equity-Leadership and Support

October 1, 1977--September 30, 1979

FINAL REPORT

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INTRODUCTION

On October 1, 1977, three organizations implemented ICES, a Project of Internships, Certification, Equity-Leadership and Support to test a model to increase the number of women holding educational administration positions in the state. The Women's Educational Equity Act Program (WEEAP) funded Project ICES for two years to field test the model and to disseminate its results.

The model included two components: structure and program. The goal of the structure component was to coordinate the efforts of various educational organizations to reduce sex role socialization and sex role stereotyping.

The program component had three purposes: 1) to enlarge the pool of certified women seeking administrative positions; 2) to develop training programs and experiences which would prepare participants to become clearly competent administrators; and 3) to promote the employment of the participants upon completion of their training.

This report explains the need for Project ICES, how it was developed, implemented and disseminated, who was involved and some of the experiences of those who participated as interns in the program and as administrators working with the interns.

The hope of those who worked on the project is that what we learned can become the basis for similar programs elsewhere to increase women's participation in educational administration.

CHAPTER I

OVERVIEW

Background and Rationale

While women comprise a majority of the teachers in American public schools, they occupy a small fraction of the administrative positions in those schools. The Equal Employment Opportunity Commission (1977) reports that 65 percent of the teachers in American public school systems are women. However, only 15 percent of the central office managers and 13 percent of the principals in public schools are women. An earlier survey found that women held only .1 percent of all superintendencies (Fischel and Pottker, 1974). Despite social change, the enactment of Title IX of the Educational Amendments of 1972 and an increase in the number of women preparing for administrative positions, women remain underrepresented in the population of public school administrators. Even documented efforts to hire women have failed to impact significantly the percentage of women in line positions (Carlton, 1978).

There is a clear need to develop model intervention strategies to increase women's participation in educational administration. ICES: A Project of Internships, Certification, Equity-Leadership and Support provides such a model. The model links the major educational agencies in a state to select, train and place a group of women with proven administrative ability. From 1977 to 1979 this strategy was field tested in the State of Kansas under a grant from the Women's Educational Equity Act Program.

This report discusses the need for individual and systemic change which the model addresses, describes the model and reports on its implementation in one state. The field test showed the model to be valid.

Individual and Systemic Change

Reform strategies may focus either on changing individuals or on changing the social system in which they function. Recent interest in "women's issues" has fostered an extensive body of literature exhorting individual women to learn new behavior patterns to gain success and advancement in the corporate world. Women are told how to dress (Molloy, 1977), how to "get yours" (Pogrebin, 1975) and how to "play the game" (Harrigan, 1977) to win in a man's world. For example, the best-selling The Managerial Woman (Hennig and Jardim, 1977) tells women first to know themselves and decide whether they truly want a career that entails competing in a male-dominated system. The woman who does should learn to manage "the interaction between who she is and the environment in which she must work." (p. 159) This approach to change assumes that those women who want to change their lives can, if only they have the will and intelligence to do so.

Educational programs traditionally have attempted to change individuals. A professional's training tends to stress cognitive change but also includes activities directed at affective and/or behavioral change. However, other perspectives on social change consider strategies directed at the individual to be weak tools for reforming institutions. Arguing that individual behavior and organizational structure are interrelated, they consider systemic change to be the more powerful approach to changing organizations (e.g. Katz and Kahn, 1966, pp. 390-451). This theory suggests that those who would change women's role in education should intervene by manipulating organizational variables.

Kanter's (1977) theory of organizational behavior explains women's roles in corporations in terms of structural rather than personality

variables. In a hierarchical organization, the structure of opportunity, the structure of power and the social composition of peer groups determine women's aspirations for advancement and their performance in administrative positions. Where men or women see little chance for future mobility and growth, they exhibit behaviors stereotyped as "female." These stereotypic behaviors include limiting aspirations, seeking satisfaction outside of work, identifying with peer group norms rather than management's production goals and discouraging co-workers from seeking advancement.

Individuals who are low in power (i.e., who cannot mobilize resources because of job characteristics and position in the informal organization) tend to exhibit behaviors stereotypically assigned to women in management positions such as attempting to retain control in directive and authoritarian ways and restricting subordinates' growth and opportunities. The coercive rather than persuasive style of leadership frequently leads subordinates to dislike their powerless manager.

Finally, individuals in "token" positions, i.e., represented in a very small proportion in a group, tend to be more visible and thus feel more pressure to conform and to become "socially invisible." They may find it difficult to gain "credibility," be isolated from informal networks, have few opportunities to be sponsored, be stereotyped and face considerable personal stress.

These variables and their effects are inextricably tangled. Kanter explains that the relationships between structure and behavior are cyclical. "To some extent, low opportunity, powerlessness and tokenism constitute self-perpetuating, self-sealing systems, with links that can be broken only from outside." (p. 249) Thus attempts to change individuals will not result in organizational change. Changes which address the variables of opportunity, power and tokenism are needed.

"Systemic change" often is conceived in terms of structural changes in organizations such as altering the authority relationships or the technology of production. Kanter recommends organizational reforms ranging from decentralization to hiring members of minority categories in "batches" rather than singly and developing a women's network. The variables of organizational size and hierarchical structures also may be manipulated. However, Kanter recommends even broader social changes to improve work for men and women.

Systemic Change in Education

Systemic change is an appealing strategy for improving women's participation in educational administration. However, it is difficult to identify the "system" to be changed. A state's educational system consists of many locally governed districts and state-level agencies with some regulatory authority. They constitute a "loosely coupled system" (Weick, 1976) of autonomous, geographically dispersed units. Local school districts may be joined to a larger system by the participation of individual members in professional associations, teacher unions, school board associations, citizens groups and advisory councils. A plan to intervene in a state's educational system must recognize the characteristics of that system. No central authority can impose change or manipulate organizational variables easily. Communication is difficult. A change in one part of the system may have little effect on other parts. Thus designing an intervention strategy to increase women's participation in educational administration in a state is difficult.

One approach to systemic change in a loosely coupled system is to treat the process not as change in a single organization but as the diffusion

of innovation across systems. The specific "innovation" in this instance is defined as hiring women in line administrative positions.

Research about the diffusion and adoption of innovations consistently shows that adoption of an innovation is a social process. Personal, face-to-face contact in existing social systems determines adoption (Carlson, 1965). In hierarchical organizations such as school systems, external contacts are made primarily by the highest level administrators (House, 1974). Carlson (1965) found that adoption of new math in a Pennsylvania county was determined by the friendship group of superintendents. Earlier adopters were those of higher status. The farther a superintendent was from the center of the friendship group, the later the district adopted new math. If adoption of innovation is a social process, and if school superintendents are the most likely members of the organization to have extensive contacts outside the district, the existing social systems and communications channels among administrators are the logical networks to use to inform them about an innovation.

However, the decisions of a few superintendents to attempt to hire women in administrative positions may not be sufficient to alter the proportions of women in school administration. Other decision makers are involved in training, certifying and supporting women who wish to enter administration. An effective change effort must touch many points of the educational system.

A change strategy must also address the processes discouraging large numbers of women from seeking administrative positions. Some administrators complain that women will not apply for positions in their districts or note that they cannot find "qualified" women to fill vacancies. If administrators continue to believe that women are either unavailable or unqualified, any effort to hire women will fail. Presently, the stereotype

that women do not even want to become administrators persists and is occasionally supported by research evidence (e.g., Cottrell, 1973). However, at least one study has shown that in a large urban school system the pool of teachers aspiring to administrative positions was equally divided between men and women (Lawrence and Adkison, 1976).

The fact that the female aspirants are less likely than their male counterparts to become administrators may be explained by the social composition of peer groups. Kanter (1977) explained that women in corporate positions traditionally dominated by women are discouraged by their peers if they seek mobility. The group's "anti-success" norms lead women to deny ambitions. To maintain their friendships, women forego opportunities to prepare for other positions. When the administrative group is predominantly male, the women have no social support to replace lost friends if they become administrators.

Clearly if the pool of qualified women is to be increased, women who desire mobility must receive reinforcement in at least two areas. First they need evidence that mobility is possible for women in general. Second, their own specific ambitions must be encouraged in new peer groups. The new peer groups may consist of a women's network in the community or state or of men and sometimes women with whom they will work as administrators.

In summary, a strategy to increase women's representation in educational administration must intervene at several levels of the educational system. It must impact decision makers in many school districts. It must also affect the pool of qualified candidates. Because the system is decentralized and fragmented, a single decision maker cannot manipulate organizational variables at will. Instead, it must convince decision makers to promote change within their districts while developing a qualified pool of women to be hired.

Inter-Organizational Cooperation

One agency cannot accomplish rapid systemic change in a decentralized and fragmented system. The probability that change will occur is increased if several organizations direct their efforts at different levels of the system. Formal administrators' organizations provide both a formal framework and an informal system through which innovation may spread. They maintain many channels for the face-to-face communication essential to diffusion. State department of education personnel also occupy positions in formal and informal channels of communication. They are in a position to affect the adoption of an innovation. If the pool of qualified women is to be expanded, universities with administrator training programs must be involved. Finally, if support systems for women are to develop in the employing school districts, those systems must participate in a change effort. A coordinated effort among administrators' organizations, the state department of education, universities and school districts can facilitate rapid change.

If each organization's efforts to increase women's participation in administration are coaligned, the cooperative effort can impact each level of the state's educational system. Superintendents and other key decision makers will adopt policies to hire more women administrators and to provide them some social support. In turn, the superintendents are assured that there will be qualified women candidates for those positions. Women aspiring to administrative positions will see visible evidence of effort to employ them.

The cooperation of administrators' professional associations, the state department of education, universities and school districts increases the likelihood of change. Certainly the cycle of low opportunity, powerlessness and tokenism which limits one's participation in educational administration is more likely to be broken if this cooperation occurs.

Structure and Program

The ICES model is a strategy to increase women's participation in educational administration. It is a 2-year project which trains a well-qualified group of women and places them in administrative positions.

The ICES model contains two major elements: structure and program. The structure addresses systemic change by involving the key agencies in a state's educational system in the project's decision-making structure. The programmatic element promotes both individual and social change.

The ICES Structure

The structure was designed to link influentials in the state's educational network to Project ICES and to involve them in the project's decision making. In Kansas, an assistant commissioner of the Department of Education, the Executive Director of the umbrella organization of the state's administrators' associations (the United School Administrators of Kansas), a faculty member in the School of Education at the University of Kansas and a Project Coordinator formed the Executive Committee for Project ICES. That committee made the major decisions related to staffing, selection of participating districts and identifying an advisory committee. In addition, the individual members had separate responsibilities.

The Executive Director of the umbrella organization, the United School Administrators of Kansas, was instrumental in securing the agreement of ten superintendents to involve their districts in the project. He and the Project Coordinator developed guidelines for conducting, monitoring and evaluating the individual internship experiences. His leadership was essential to the success of the project. He convinced his organization's governing board to support the project, and that sponsorship legitimated

ICES so that practitioners identified it primarily as an administrators' association activity, not a university-based training program. The United School Administrators, through its newsletters, meetings, conventions and workshops, lobbying efforts and association with other organizations, touches most parts of the educational system in the state. Thus Project ICES did not have to create a new communications system to impact educators. Instead, ICES staff utilized a system influential educators used. Finally, since the Executive Director had spent a year as National Association for Secondary School Principals intern, he had considerable expertise in designing internships and a commitment to the administrative internship, which proved invaluable.

The State Education Agency assistant commissioner also participated in the communications network within the state as well as in regional and national systems. In addition, he brought personal expertise in educational equity, particularly affirmative action. His work with school districts across the state in revising their hiring policies and procedures gave him a good understanding of district response to equity issues.

The project's originator and Director was a faculty member in the Department of Administration, Foundations and Higher Education at the University of Kansas. This department has trained a large percentage of the administrators in the state. The Director was responsible for the academic component of the program. He served as advisor to the interns, helped them design their courses of study and arranged for academic credit for some internship activities.

Administrators from ten school districts also were associated with Project ICES. In selecting districts, the Executive Committee sought to identify superintendents who were active and influential members of

the state's educational system and to enlist districts representative of the variety of communities in Kansas. Consequently, administrators and interns from urban, suburban, small-town and rural schools participated in the field test.

Nine of the districts selected their own interns using the same affirmative action procedures used in selecting their administrators. The tenth district worked with an intern sponsored by the University of Kansas and the United School Administrators. All districts guaranteed that they would provide an internship setting appropriate to the individual's background and career goals. They agreed to provide resources such as office space, secretarial help and travel support that interns needed to complete their assignments. In addition, some districts provided sabbaticals or other supplements to the stipends interns received from the project. As interns completed their programs, their superintendents and other associated administrators helped them identify and secure administrative positions.

Of the orginal Executive Committee, only the Director received a reduction in his organizational responsibilities to devote to Project ICES. To maintain communications among the many volunteers, to work with interns individually, to complete other project-related tasks and to provide day-to-day continuity, Project ICES added a Coordinator.

In summary, the structure ties the project to influential organizations and individuals in the state's educational social system. It links a diverse group of school districts and the leading statewide educational agencies. As a result, Project ICES could attack the problem of women's underrepresentation in the state's educational system at several points.

As it became evident that the project would succeed, the structure allowed most administrators in the state to know about it. The women

participating in the project had wide visibility as competent individuals who were being sponsored or recommended by influential administrators. The field test showed that this structure legitimates the project to practitioners and helps to provide an excellent set of experiences for the interns.

Program

The ICES program consists of four elements: Internships, Certification, Equity-Leadership and Support. The four elements combine to produce well-trained, certified administrators who can work comfortably in the social system of administrators in their districts, who are linked to educators beyond their own districts and who are able to promote educational equity in their own organizations. In the Kansas field test, thirteen women completed the program.

The Internship component is the key to the program, for it provides on-the-job training, opportunities to demonstrate competence and leadership abilities and interaction with other administrators as a colleague. While such experiences are invaluable for any potential administrator, they are especially important for women who often are excluded from administrative social systems and who have a more difficult time than do men in getting administrative experience.

The Certification component guarantees that each participant will have the appropriate degrees and administrative certification upon completion of the program. This is essential, for an individual cannot be hired without certification. Certification requirements vary from state to state, and the appropriate coursework for each person varies with past preparation and future career plans. ICES participants spent two summers at the University of Kansas. In addition, they received field experience

and independent-study credits for some of their internship projects. Some interns also took courses from local universities to complete certification requirements.

The Equity-Leadership component consists of five workshops offered during intersessions and summers. The first workshop served as an orientation to the project and to issues related to women's educational equity. The thirteen participants learned about potential problems and conflicts they might face as administrators and experimented with tactics for solving them. The participants also attended the United School Administrators annual convention. Other workshops focused on curriculum and program changes needed to achieve equity for students, on conflict resolution and on the politics of education. These workshops stressed participation and experimentation through activities such as role playing, simulation and proposal development and writing. The workshops enlisted the help of women and minority-group members who have been successful educational administrators to serve as instructors, consultants and role models.

On the assumption that many interns would be the only women in their district's administrative structure, the model provided the Support component to deal with problems associated with tokenism. This component helped interns develop their own support networks within their districts, within the intern group and with the ICES staff so that many opportunities for technical assistance and emotional support are available. The interns provided mutual assistance, reinforcement of a sometimes difficult decision to enter a male-dominated field and contacts with administrators in other districts. The project coordinator was available to counsel interns and to arrange for other resources that became necessary. Each intern identified a "support team" in her district. The team, composed of influential

administrators, met at regular intervals to discuss administration and the intern's activities. During the internship year, each participant was able to expand her professional and personal networks. This support enhanced learning and helped to reduce the isolation that minorities often experience in administrative positions.

Role and Responsibilities of the Component Organizations and Agencies

The model has three component organizations and agencies--a university, a state education agency and the local educational administrators through their statewide professional organizations. It should be acknowledged that, since white males occupy the vast majority of leadership positions in these component organizations and agencies nationwide, the successful implementation of the model in any state will depend, in part, upon the affirmative action of majority-race men.

The roles and responsibilities of each component are as follows:

1. Administrators' Professional Organizations. In every state there are members of several key national professional organizations. Prominent among these organizations are the American Association of School Administrators (AASA), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the Association for Supervision and Curriculum Development (ASCD), the Association of School Business Officials (ASBO) and the National School Public Relations Association (NSPRA). Most states have affiliates of each of these national organizations. In some states all or some of these discrete branches are coordinated by a statewide "umbrella" organization which gives direction to, and enhances communication among, the memberships of the various associations. It is this umbrella organization which is the component of the model for the project. The umbrella organization

a. develops and administers the internship program with the assistance of the other component agencies,

b. assists in the delivery of the other three programs within the project,

c. serves as the primary liaison between superintendents and principals and the project,

d. provides the facility for housing the project coordinator and secretary,

e. supervises the coordinator on matters concerning the internship program,

f. contributes to the overall leadership of the project.

2. Institution of Higher Education. Universities and colleges traditionally have maintained the role of recommending to the state education agency individuals who have completed coursework and who are deemed competent potential school administrators. This coursework generally includes such areas as educational finance, educational law, personnel, supervision, curriculum planning and philosophical foundations of education. By state law, these courses must be completed before the awarding of administrative certification.

The university (or universities) in the model

a. provides the overall leadership and coordination of the project and serves as its fiscal agent,

b. assumes the leadership for the development of the Advisory Council,

c. delivers the coursework needed for certification either through campus-based instruction or field-based individual or group practicums,

d. develops the workshops for the equity-leadership program in cooperation with the other two leadership agencies,

e. evaluates the model--both process and product, and,

f. assumes leadership for validation of the model with the assistance of the other two component agencies.

3. State Education Agency. Due to the growing complexity throughout public education, the participation of the State Education Agency has become increasingly more important. Their efforts at aiding the local districts cope with the multi-faceted problems of providing education place them in a strategic leadership role (Knezevich, 1975). With federal "pass-through" monies channeled to state agencies for distribution, the state role becomes even more vitally important. Current legislation such as P.L. 94-142 (the "special education mandate") and P.L. 94-482 (the higher education amendments of 1976 that include the vocational education title dealing with sex-role bias) have clarified the role of the state agency in educational equity.

The state education agency

a. shares in the decision-making model for the project,

b. facilitates the certification process of the participants,

c. provides national visibility and credibility to the project,

d. serves as the key communication and dissemination agent for the project,

e. contributes to the overall leadership of the project, and,

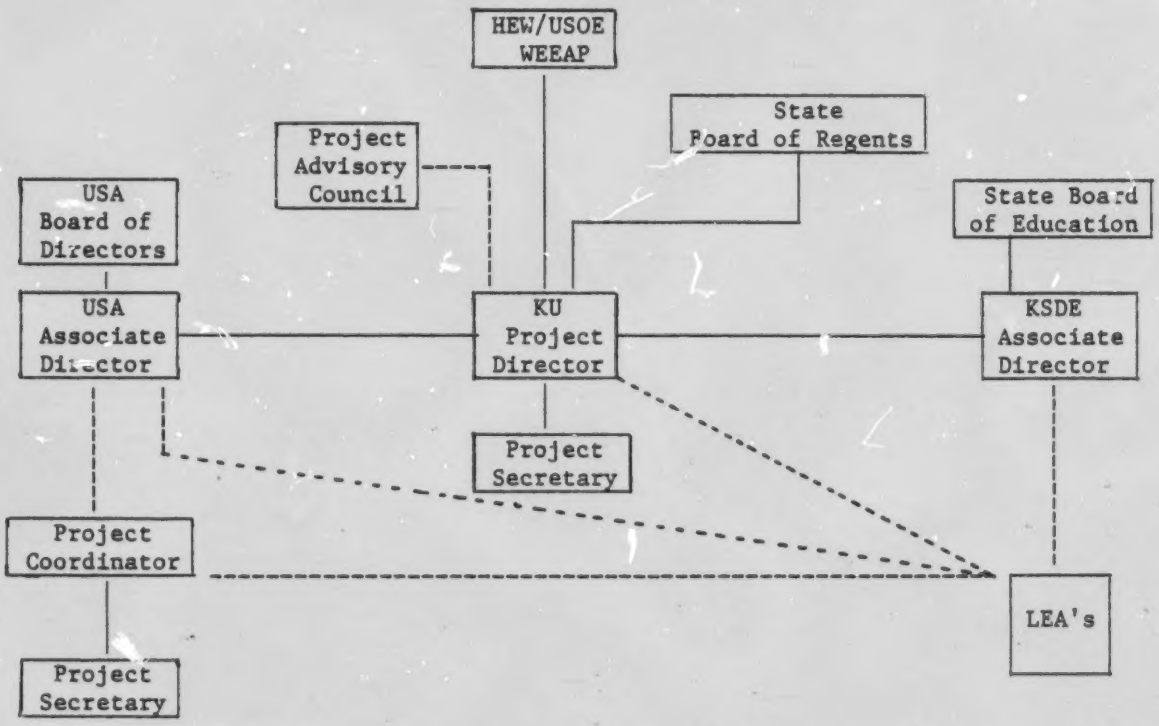
f. coordinates internships with SDE.

An Advisory Council was selected to link educators more closely with the project. The council members' input helps ensure the model's face validity. The group consists of nine persons, three appointed by each of the sponsoring agencies. Its membership includes educators from the public schools and universities, a federal official and a businesswoman.

The variety of participating and sponsoring units creates a complex organization. Figure 1 delineates the authority relationship for Project ICES.

Figure 1

AUTHORITY RELATIONSHIPS FOR PROJECT ICES

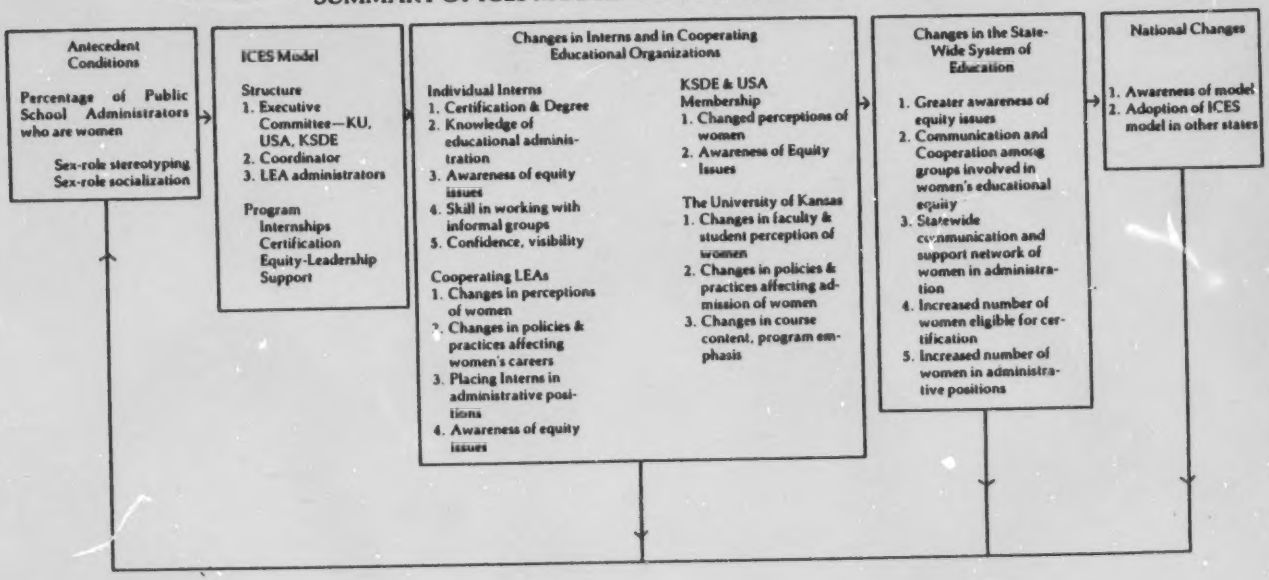


Summary

Figure 2 summarizes the model and its intended effects. It notes the antecedent conditions in the state of Kansas and in the nation which demonstrate the need for model programs to promote educational equity for women. The figure lists the major structural and program elements of the ICES model and indicates the series of changes posited as outcomes of the model's implementation, validation, dissemination and adoption in other states.

Figure 2

SUMMARY OF ICES MODEL AND ITS INTENDED EFFECTS


Antecedent Conditions
Percentage of Public School Administrators who are women
Sex-role stereotyping
Sex-role socialization
ICES Model
Structure
1. Executive Committee—KU, USA, KSDE
2. Coordinator
3. LEA administrators
Program
Internships
Certification
Equity-Leadership
Support
Changes in Interns and in Cooperating Educational Organizations
Individual Interns
1. Certification & Degree
2. Knowledge of educational administration
3. Awareness of equity issues
4. Skill in working with informal groups
5. Confidence, visibility
Cooperating LEAs
1. Changes in perceptions of women
2. Changes in policies & practices affecting women's careers
3. Placing Interns in administrative positions
4. Awareness of equity issues
KSDE & USA Membership
1. Changed perceptions of women
2. Awareness of Equity Issues
The University of Kansas
1. Changes in faculty & student perception of women
2. Changes in policies & practices affecting admission of women
3. Changes in course content, program emphasis
Changes in the State-Wide System of Education
1. Greater awareness of equity issues
2. Communication and Cooperation among groups involved in women's educational equity
3. Statewide communication and support network of women in administration
4. Increased number of women eligible for certification
5. Increased number of women in administrative positions
National Changes
1. Awareness of model
2. Adoption of ICES model in other states

Personnel

Many people were involved in the success of Project ICES. The director of the project was Dr. Jerry D. Bailey, associate professor in the Department of Administration, Foundations, and Higher Education, School of Education, at the University of Kansas. Dr. Bailey served for nine years as a secondary teacher, counselor, and principal in large desegregated and desegregating schools in the midwest. He was assistant director of a Title IV (of the Civil Rignts Act of 1964) General Assistance Center serving Tennessee and Kentucky established to assist schools with problems relating to desegregation, and later, issues related to sex equity. He has had extensive experience as an educational consultant. In addition to his responsibilities in equity research, he teaches doctoral level courses in the politics of education, academic change and the governance of higher education, and serves as an advisor to doctoral candidates.

Dr. Percy Sillin, Assistant Commissioner, Kansas Department of Education, was associate director for the project. He is a native Kansan and holds the Ph. D. degree from Kansas State University. He has more than 25 years public school experience as a teacher, counselor and administrator and has taught in two universities. His educational equity involvement has included membership on the Topeka Ad Hoc Committee for Racial Crisis and serving as director for a series of eight statewide workshops on Title IX sponsored by the Kansas State Department of Education.

The project's other associate director, Dr. Jerry O. Schreiner, is the Executive Director of United School Administrators. He earned his

doctoral degree from Oklahoma State University. As part of his degree program he was involved in a year-long administrative internship program sponsored by the National Association of Secondary School Principals, an experience that made him especially qualified to help design the ICES internship.

Central to the success of Project ICES was the position of coordinator. This position was assumed by Dr. Judith A. Adkison whose background includes experiences as a secondary teacher and college professor. She also served as coordinator for the Navajo Administrator Training Program at the University of New Mexico and as an evaluation coordinator for the New Mexico State Department of Education.

Assisting these four key people in decision making was the nine member Advisory Council. Council members have expertise in the areas of education and equity. They included: James N. Akin, placement director, Kansas State University; Ione Bucheister, elementary principal, Hays Public Schools, Hays, Kansas; Ruth Crossfield, supervising principal, Wichita Public Schools, Wichita, Kansas; M. Patricia Goins, WEEAP Educational Program Specialist, Washington, D.C.; Nancy A. Lewis, secretary, Topeka, Kansas; Katherine McHugh, secondary counselor, Topeka Public Schools, Topeka, Kansas; Bonnie G. Ritter, affirmative action officer, the University of Kansas; Herold Regier, placement director, the University of Kansas; and Lloyd J. Schurr, superintendent of schools, Salina, Kansas.

As will be explained later in this report, school districts across the state sponsored ICES interns. Each district used its own selection methods consistent with its affirmative action plan. The results were as follows:

Garden City chose Melba Gail Sherwood, a junior high counselor and the district's Title IX officer. When selected, she held a Master's degree.

Dodge City selected Sharon Ann Germes, a bilingual program supervisor with a Master's degree.

Wichita sponsored two interns, Marilyn Powell and Creola Buncome. Ms. Powell was an elementary teacher with a Baccalaureate degree. Ms. Buncome taught in an alternative elementary school and had a Master's degree.

Independence selected Donna Kelly, an elementary school teacher with a Master's degree in education.

Emporia chose Mary Ann Holdeman, a high school English teacher with a Baccalaureate degree.

Shawnee Mission sponsored two interns, Jacqueline Johnson and Dolores Lewis. Ms. Johnson was a high school counselor with a Master's degree and Ms. Lewis, who also had a Master's degree, was a high school teacher.

Topeka selected Clementine Tidwell and Jean Mitchell. Ms. Tidwell taught elementary school and Ms. Mitchell high school home economics.

Lawrence chose Laurie Becker, a learning disabilities specialist with a Master's degree.

Hutchinson selected Lila Fritschen, a junior high teacher with a Master's degree.

The United School Administrators and the University of Kansas sponsored a doctoral student at the University of Kansas, Sandra McLennan, who served an internship with the United School Administrators of Kansas.

Table 1 summarizes where interns were placed during the 1978 fall semester.

Table 1

Intern Assignments--Fall Semester

Intern	School	Position	Administrator
Laurie Becker[1]	Hillcrest Elem., Lawrence	Principal	Don Cooper
Creola Buncome	Colvin Elem., Wichita	Principal	Benny Mevey
Lila Fritschen	Hutchinson, USD	Asst. Supt.	William Hawver
Sharon Germes	Dodge City, USD	Asst. Supt.	Steve McKee
Mary Ann Holdeman	Emporia Senior High School, Emporia	Principal	Norman Reynolds
Jacqueline Johnson[2]	Indian Hills Junior High School Shawnee Mission	Asst. Prin.	Dave Stewart
Donna Kelly	Lincoln Elem., Independence	Elem. Prin.	Thurman Cook
Dolores Lewis[2]	Indian Creek Junior High School Shawnee Mission	Asst. Prin.	Marlin Stanberry
Sandra McLennan[1]	Rolling Ridge Elem., Olathe	Principal	Leon Brewer
Jean Mitchell	Highland Park High School, Topeka	Principal	Ron Epps
Marilyn Powell	Woodman Elem., Wichita	Principal	Lorraine Hardesty
Melba Sherwood	Garden City, USD	Asst. Supt.	Curtis Stoll
Clementine Tidwell[3]	Topeka, USD	Asst. Supt. Community Relations	Forrest Slaughter

[1]Laurie Becker and Sandra McLennan each were asked to serve as acting principal in elementary schools while the principal recovered from illness or operations. Laurie Becker has remained in that building to help the principal.

[2]Dolores Lewis and Jacqueline Johnson have been appointed as assistant principals.

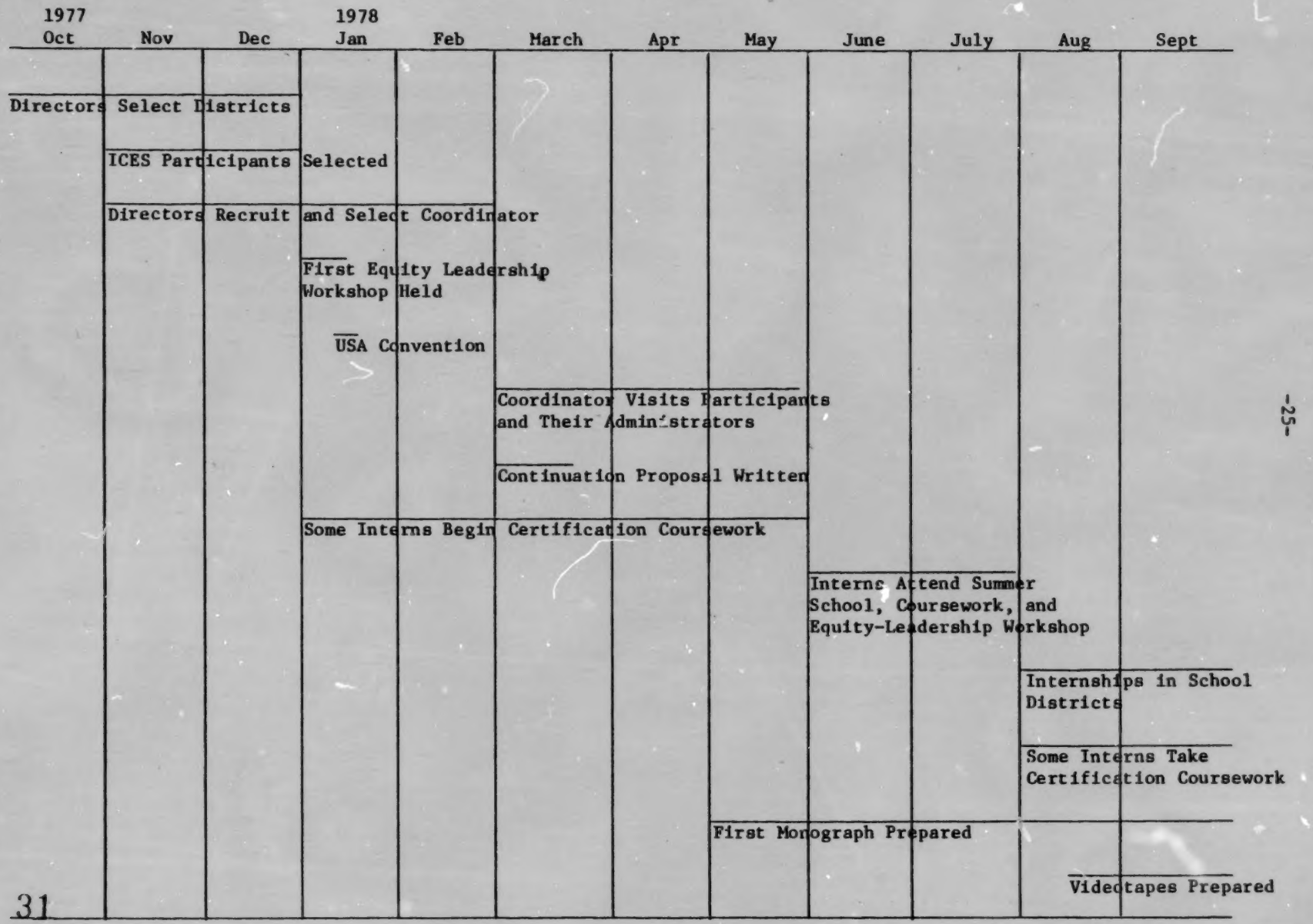
[3]Clementine Tidwell was on maternity leave for six weeks in September and October.

ICES PROJECT ACTIVITIES CHART

The following time lines provide an overview of the schedule of the major activities conducted as part of Project ICES.

Figure 3

ICES PROJECT ACTIVITIES CHART
Year 1



YEAR 2

1978 Oct	Nov	Dec	1979 Jan	Feb	March	Apr	May	June	July	Aug	Sept
First Monograph Prepared											
Videotapes Prepared											
Internships in School Districts											
Some Interns Continue Certification Coursework											
			USA Convention								
				Fourth Equity-Leadership Workshop							
Second Monograph Prepared											
Coordinator Visits Interns and Associated Administrators											
			Interns Apply for Administrative Positions								
							Interns Attend Summer School, Coursework and Final Equity Leadership Workshop				
										Interns Return to Districts or to New Positions	

Results

Most internships were implemented as planned. The initial development of a contract helped interns establish their roles with their associated administrators. This device helped structure a relationship which most participants considered ambiguous. It helped interns take responsibility for their own experiences. Administrators were uncertain about the amount of responsibility and supervision to be given the intern. As the interns spent time in their setting, formal agreements such as contracts became less important.

The internships had their intended impact. The ICES participants were perceived in their districts as competent administrators, and they affected attitudes about women in administration. They found that the internships helped them when they began to apply for administrative positions. Their experiences gave them confidence in job interviews and helped establish their credibility to employers.

Ten of the thirteen interns were hired as administrators after completing the program. Seven of them were hired by the districts in which they interned. Table 2 lists the degrees earned and final placement of the interns.

Table 2: Degree Earned and Final Placement for ICES Interns

	Degree Earned	Fall 1979 Placement
1.	Ed. Spec.	USD 497, Principal, New York Elementary
2.	Ed. Spec.	USD 259, Teacher, Emerson Alternative School
3.	Ed. Spec.	USD 308, Assistant Principal, Sherman Junior High
4.	Ed. Spec.	USD 443, Director of Secondary Education and Federal Projects
5.	M.S.E.	N. Lyon County, USD 251, Principal, Reading K-12
6.	M.S.E.	USD 512, Assistant Principal, Hocker Grove Junior High
7.	Ed. Spec.	Leavenworth, USD 453, Principal, Anthony Elementary
8.	none	USD 512, Assistant Principal, Indian Creek Junior High
9.	none	USD 233, Elementary Principal
10.	M.S.E.	USD 501, Activities Director, Roosevelt Junior High
11.	M.S.E.	USD 259, College Hill Elementary
12.	Ed. Spec.	Joplin, MO, Assistant Principal, Memorial High School
13.	M.S.E.	USD 501, Teacher, Highland Park South Elementary

In summary, all internships were defined as administrative positions within the districts, all gave the intern access to more than one administrative area, and all provided a social support system. Clearly the internship can be a significant experience in preparing more competent administrators and in facilitating the movement of women into administration.

The well-planned ICES internships helped interns develop new skills, demonstrate their abilities and develop a professional network within their districts and throughout the state. All interns had opportunities usually unavailable to first-year administrators. Those now holding administrative positions report that the internship was invaluable.

CHAPTER II

CONTACT WITH THE WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM STAFF AND PROJECTS

Project ICES benefitted from the supportive relationship with the Women's Program Staff. The program officer, M. Patricia Goins, worked closely with Dr. Bailey when initial organizational decisions were made. They met in Kansas City to confer about the selection of the coordinator. Ms. Goins came to Salina, Kansas, to meet with the ICES Advisory Committee. She helped orient this group to the WEEA program and to changes occurring throughout the nation and provided project-specific advice. Her work benefitted the project and promoted a smooth working relationship between the Lawrence-based project and the distant Washington offices.

ICES also benefitted from the site visit of Dr. Joy Simonson, Executive Director of the National Advisory Council on Women's Educational Programs. As part of that visit, Dr. Simonson conferred with ICES directors, met informally with several interns, and formally interviewed one intern and her associated administrators and superintendent. Those administrators were pleased to have been selected for the site visit.

Dr. Simonson's visit coincided with the National Women's Studies Conference held in Lawrence in May, 1979. Dr. Mary Jane Smalley, then assistant director of the WEEAP staff and Dr. Shirley McCune, then director of a major WEEA funded technical assistance project, also attended the conference. They met several interns and individuals associated with the project.

Finally, Dr. Bailey and Dr. Adkison attended the coordination conferences for WEEA project directors. These conferences provided opportunities to meet with the project's program officer, other WEEAP staff, and the

wide variety of individuals engaged in similar activities. An outgrowth of the coordination conferences was a special meeting of projects involved in leadership training in the spring of 1979. In addition to the benefits of networking, these sessions were useful settings for the exchange of information and advice specific to project management concerns.

In summary, the leadership role of the WEEA program officer and the networking opportunities were invaluable. They led to the improvement of internal operations and provided staff and participants with national perspectives and contacts often unavailable in Kansas.

CHAPTER III

EQUITY-LEADERSHIP WORKSHOPS

The Equity-Leadership workshops promoted both cognitive and affective change. They prepared the ICES participants to be leaders capable of moving their institutions toward greater educational equity for both sexes and all races and ethnic groups. Workshop leaders and consultants were selected because of their expertise and because of their ability to serve as role models. Many were successful women, some of whom are minority-group members, who are impacting education as administrators, teachers and researchers. The following workshops were offered:

1. Equity Update, led by Dr. Sharon Lord, associate professor at the University of Tennessee and Director of the Appalachian Center for Educational Equity Model Training Program, was the first group activity for all ICES participants. The workshop included some group-building activities as well as discussions of sex role stereotyping and sex role socialization, the women's movement, civil rights movement, and recent legal changes.

2. Men and Women: Evolving Roles in a Changing Society, led by Dr. Caryl Smith and Dr. Walter Smith of the University of Kansas, focused on sex role stereotyping and sex-role socialization in the schools. Special attention was given to problems of implementing Title IX in public schools.

3. Conflict Management, led by Dr. Claradine Johnson, former high school principal in Wichita, Kansas and assistant professor at Wichita State University, examined conflicts administrators are likely to face. Through self analysis, role playing, and organizational analysis, participants learned what kinds of strategies and tactics would be most useful for them to employ.

4. School Management, led by Dr. Carl Candoli, former Superintendent of Lansing, Michigan's public school system, examined pragmatic problems building and central office administrators face. Assisting Dr. Candoli were two administrators from Lansing, Grace Iverson, a junior high school principal, and Yvonne Putnam, a central office administrator. Dr. James Gray, superintendent of USD 501, Topeka, Kansas, directed one session.

5. Policy and Power and Managing Change, led by Dr. Jerry D. Bailey examined a range of current issues.

Essentially, the major thrusts of the workshop were to (1) examine the political dynamics of educational administration and (2) develop some workable change strategies for implementation in local school districts. Several excellent consultants helped Dr. Adkison and Dr. Bailey deliver the workshop. These consultants included Dr. Dorothy Sanders (director of the WEEA-funded project FLAME in Richardson, Texas); Mr. John Koepke (assistant director of the Kansas Association of School Boards); Ms. Denise Apt (member of the Kansas State Board of Education); Dr. Alvin E. Morris (superintendent of the Wichita public school system); Dr. Grace Chisholm (associate professor of educational administration at North Texas State University); Dr. Kenneth Weaver (assistant superintendent of the Leavenworth, Kansas, school system); Dr. Alfredo Rodriguez (professor of Curriculum and Instruction at the University of Kansas); Ms. Gloria Kumagai (director of a WEEA-funded project in the St. Paul, Minnesota, public school system); and Dr. Sallyanne Poinsett (a former WEEA project director from the state of Michigan).

Some of the specific items considered in that workshop were (1) an analysis of problems faced by minority women in educational administration, (2) educational change as a result of federal program development and

implementation, and (3) informal power in local school district communities. The workshop was well received. All participants, working in teams, were required to develop a proposal which could be submitted for funding. Indeed, some of the participants submitted the proposals that they developed and were funded.

CHAPTER IV

THE INTERNSHIP

Introduction

In the following sections the ICES internship is explained from three points of view. In "The ICES Internships," Dr. Judith Adkison, Coordinator of Project ICES, describes the internship structure and implementation.

In the second chapter, Dean R. Stucky and Samuel E. Spaght, administrators in the Wichita school district, explain their involvement in the program as sponsors of an intern.

And in the third chapter, Melba Sherwood, an ICES intern, relates her actual experiences working as an administrative intern for a year in the Garden City, Kansas, school district.

THE ICES INTERNSHIPS

Judith A. Adkison

An internship can be designed to accomplish any of several purposes. It can expose a novice to an unfamiliar work setting to provide information needed for an informed career choice. It can provide opportunities to shadow administrators to observe effective and ineffective leadership styles. It can provide on-the-job training in specific areas. Finally, an internship can allow an individual to function as an administrator while receiving guidance and feedback from experienced practitioners. The ICES internships were designed to accomplish the latter.

The ICES participants had demonstrated leadership ability and expertise as educators before their selection. These thirteen women spent a school year as administrative interns in ten Kansas communities during the field test of the ICES model. They worked in varied school systems, including small-town, suburban and urban districts; and they held positions ranging from assistant elementary school principal to assistant superintendent.

The participants, with varied backgrounds, strengths, weaknesses and career goals, were as diverse as their settings and positions. In implementing the model, ICES staff decided that experiences should be tailored to each individual's needs and goals. However, they also agreed that the internships should share some common elements to insure the accomplishment of project goals.

One of the project's goals was to overcome resistance to women in leadership positions. Much of the resistance of school administrators and board members stems from widely held sex-role stereotypes that depict

women as ineffective and unpopular administrators. Thus it was essential that interns be seen primarily as competent administrators and only secondarily as learners. An internship spent observing "real" administrators or doing routine busywork could not meet the project's objectives. Indeed, such internships might even reinforce negative stereotypes. Districts agreed to define the administrative intern as a formal administrative position whose occupant had both specific responsibilities and access to the resources needed to meet them. This proved successful, for interns were given opportunities to demonstrate their abilities in addition to chances to learn and observe.

A second goal was to give interns a broader range of experiences and exposure than is normally available to new administrators. To do so the internships had to provide interns experience in more than one setting and opportunities to work with a variety of administrators. If interns could gain a district-wide perspective and knowledge of several administrative areas, they would be more effective administrators and would have information needed for long-range career planning. In addition, interns' visibility throughout their school systems also would begin to accustom other administrators to the idea of women in leadership positions and could encourage other women to consider administrative careers.

A third goal was to provide interns access to informal networks. Professional and personal support for interns was built into the project. For the ICES interns, the typical anxieties associated with changing jobs and assuming an ambiguous role as intern were exacerbated by the problems women face when entering a male-dominated field. Consequently, the project staff felt it essential to help interns develop support networks within and outside their districts.

The most obvious support network was the group of thirteen interns itself. Members of the group attended workshops and many classes together and formed friendships and professional associations. The project gave each intern access to twelve other women with whom they could share frustrations and successes and from whom they could receive advice and support without endangering their position in the home district. Interns provided each other with information about consultants and about job openings, often information that was not available through other sources. The members of the group provided mutual reinforcement when others questioned their decision to enter administration.

The intern support group supplemented rather than displaced support networks inside the employing district. Each intern was encouraged to form a "support team" of key administrators in the district who would meet with her regularly and provide expertise or access to expertise in the district and community. The support teams discussed the intern's work and provided assistance in resolving problems.

The project had funds to provide the support of professional consultants when interns needed assistance with technical problems associated with their projects. This also was a service to the school districts.

The Project Coordinator provided individual support to interns. The Coordinator visited interns and met with them and with their administrators. In addition to regularly scheduled visits, the Coordinator was available whenever needed. She also helped to link the interns and their districts with each other and with the distant university.

Such support helped interns overcome some of the problems associated with "tokenism." An intern did not feel that she was the only woman in administration. She also had assistance in breaking into the primarily male social systems of educational leaders in her district and in the state.

For those interns working in more than one setting, scheduling proved problematic. The administrators associated with ICES attempted several scheduling variations. As a group, they disagreed over the relative importance of depth and breadth of experience. Some felt interns should spend brief periods in as many settings as possible to become familiar with all facets of building administration, while others argued that internships are most valuable when the individual has time to assume responsibility for important tasks.

The experiences of the thirteen ICES interns supported the second position. When interns spent less than a month in a setting, they could not assume important responsibilities. Instead they helped with routine tasks and observed. They thought that co-workers were unsure about the appropriate roles of an intern. As a result, they experienced some discomfort and frustration. They reported that they often did not have enough to do; and, consequently, they felt extraneous. By the time the intern had learned enough to be useful and had established working relationships with others, the brief assignment was finished.

The most successful experiences were those in which the intern spent at least a semester in a setting. This period of time enabled her to establish rapport with other staff and students, to learn enough to be able to make a contribution to the organization and to initiate and complete major tasks. The semester-long experience gave the intern a chance to perform as an administrator and to be viewed as one.

The most common schedule put the intern in a building for the first semester and in central office for the second semester. One intern spent her entire year as a building administrator while completing one or two tasks which required interaction with central administration and other

principals in the district. Another spent the year working with the superintendent but scheduled one day a week for a semester where she took the place of a high school assistant principal. Only one intern attempted to carry out significant building-level and central-office responsibilities simultaneously. She worked as an assistant principal (spending some time as acting principal during her supervisor's illness) and as an assistant to the district's director of special education. Scheduling proved difficult. She attempted to identify days or specific parts of days to devote to each setting. However, the school system's schedule did not fit such a neat pattern; and she often encountered schedule conflicts. The intern's assistance was so valuable that both sets of administrators steadily increased her responsibilities. Occasionally she had difficulties in juggling competing legitimate demands. Consequently, this intern worked most evenings and weekends. However, she was able to resolve major scheduling conflicts through her support team. The need to coordinate so many demands made that group an especially cohesive unit. The intern also demonstrated her ability to handle stress and demands associated with an administrative position. She gained in confidence as well as in skill and impressed her district's administrators. At the end of her internship, she was hired as a building principal.

Intern Projects and Responsibilities

Most of the ICES internships allowed the intern to assume some routine administrative duties but also to initiate and carry out specific projects. The year was designed so that interns accepted steadily increasing amounts of responsibility, enabling interns to demonstrate their abilities while adding to their knowledge of administration.

Each intern was required to initiate and implement a project in order to receive academic credit for her "field experience." At the beginning of the year, the intern, her associated administrators, and university professors outlined the project and wrote up a "contract" for its completion. Cooperative planning on the project was a device to insure that everyone responsible for the success of the internship took an active role in planning and monitoring it. While projects varied according to the needs of the interns and their districts, all had to meet the following criteria:

1. The project must be meaningful to the intern;
2. The associated administrators must consider the project to be significant to the district;
3. The project must entail learning of new (to the intern) sets of skills and knowledge;
4. The projects must have a better-than-even chance for successful completion in the time allowed.

Many interns and administrators had difficulty in identifying appropriate projects. The following hypothetical examples were given to them to guide their thinking.

Examples of Projects

The following situations are described in detail to give planners some guidelines for designing projects. An intern and her support team (administrators in the cooperating school district assigned to work with the intern) might choose to capitalize on the content of Equity-Leadership workshop on conflict management taken in the summer of 1978 to develop a district or school policy statement on discipline. Or, an intern with

a particular interest in personnel might opt to develop a school or district-wide staff evaluation plan. Two hypothetical situations in those areas are described below.

Initiation, development and evaluation of a discipline policy. In its initiation phase, this project would involve the intern in extensive informal interaction with school board members and administrators as they documented the desirability of such a policy and the directions it might take. The development of the policy would involve her with those groups but also would entail informal discussion and formal meetings with students, parents, teachers, professional organization leadership, public officials representing other government agencies and members of community groups that predictably would be concerned. To develop the policy, the intern would apply her knowledge from the certification courses about the legal framework shaping such policies, would become knowledgeable about the policies implemented elsewhere and would strive to understand the legal, social and psychological rationales underlying different strategies. She would use this information to prepare alternatives and to predict the probable impact each alternative would have on students, parents and other relevant groups in the school system and community. Having acquired this formal knowledge, the intern would meet informally with members of the groups listed above to gain further input and to begin to influence opinion. She would also have the opportunity to participate in and conduct formal meetings with groups of various sizes and composition.

Drafting the proposed policy statement would promote the development and use of skills in analysis, organization and written communication. Refining that statement could develop skills of negotiation, persuasion and compromise. If adopted, the policy statement would

be a formal document identified with the intern and be seen as a major accomplishment to demonstrate her abilities.

If done at the district level, this kind of activity would have both high risk and high payoff. As described here it might be the most demanding of any task an intern might select, for it involves heavy investment of time and energy and thus closes off other activities. The potential for generating conflict gives the project a degree of risk. However, the visibility obtained and the skills demonstrated in the successful accomplishment of this project provide high payoff for the intern.

Development of a teacher evaluation plan. This activity demands that an intern acquire extensive knowledge about personnel evaluation (in part from certification coursework), the positions professional associations have taken or might take on teacher evaluation, the legal framework constraining policy and the potential outcome in the given school system if a given alternative were proposed or implemented. Initiation and development of the plan entails informal and formal discussions and meetings with a variety of groups, which might include parents, students, teachers and teacher organization representatives, administrators, board members and advisory groups. Writing the policy statement would promote the development and use of skills in written communication. The evaluation of the plan itself could be designed and possibly implemented during the internship year. The intern would also develop a plan to evaluate her own actions in developing and implementing the policy.

Both of these projects are extensive and entail long-term investment of time and energy. Completion of either could develop knowledge of the basic administrative areas cited above.

> Interns might also choose to complete several smaller projects. An intern could conduct a school-level needs assessment, plan a budget, implement an inservice program in a specific area, work with a parent group to achieve a particular goal, plan changes in a facility, produce a TV or radio program, coordinate a student activities program, develop a newsletter or change an existing testing program. The possible range of projects is limited only by conditions in the school systems and by the intern's own interests and objectives. The smaller projects also would meet the cited criteria.

Interns developed an agreement or contract which described the project in detail. Associated administrators and university faculty then approved that agreement. The requirement of an agreement helped guarantee that everyone knew what the intern planned to do. Figure 1 contains an example of an intern agreement for the hypothetical project described above.

The responsibility for specific projects forced each intern to take some initiative in planning the activities of the internship year. To identify the projects, interns needed to examine their own strengths and weaknesses and think about their own objectives for the internship. Without such a requirement, ICES staff feared that interns would wait for professors and their associated administrators to tell them what to do. The project assignment encouraged the intern to think about her activities during the summer preceding the internship and helped to focus initial discussions among the intern, university representatives and school administrators about the internship. The process of designing and carrying out the projects gave interns experience in planning, organizing and working both as a member of a group and as a group leader.

EXAMPLE OF AN INTERN AGREEMENT

PROJECT TITLE: INITIATION, DEVELOPMENT AND EVALUATION OF A DISCIPLINE POLICY FOR DISTRICT

STATEMENT OF PROBLEM: Parents, faculty and community groups are criticizing the district's handling of student discipline. Two parents have threatened to sue the district because they feel their childrens' rights have been violated. The district's present written policy is ambiguous.

GOALS:
1) Guarantee that the district provides due process, as defined by State and Federal Law, to all students.
2) Reduce potential for major conflict over discipline decisions.
3) Clarify district practices and policies related to student dismissal, suspension and discipline.
4) Make staff, students and parents more aware of discipline policies and problems.

OBJECTIVES:
1) By (date) the Board of Education will have adopted a formal statement defining conditions under which students may be dismissed or suspended and the procedures which must be followed to dismiss or suspend a student and defining student rights and responsibilities. The policy will state clearly the range of disciplinary actions allowed.
2) At least __percent of the faculty, __percent of the students and __percent of the parents will have attended a formal meeting where discipline problems and policies were discussed.
3) At least __percent of interested groups will receive information about the policy.
4) A brief publication describing proposals will be circulated to school district staff, PTA members, students and representatives of interested community groups.
5) The publication and a press release describing it will be given to all newspapers, radio and TV stations in the community.
6) At least __percent of all home room teachers will discuss the need for the policy and describe the policy alternatives to solicit student reactions.

ACTIVITIES INVOLVED:
1) Read laws and court decisions related to student due process.
2) Read NEA, AFT statements relating to student discipline.
3) Develop bibliography from professional journals and other available sources about student discipline.
4) Become knowledgeable about policies in effect

in similar districts and identify problems associated with those policies.
5) Become knowledgeable about current practices in this district.
6) Identify groups in the community who are interested and will be likely to become involved in developing a discipline policy.
7) Draft proposed policy statements.
8) Hold and attend informal discussions with students, faculty, administrators, parents, board members, community leaders.
9) Hold formal meetings with members of these groups.
10) Develop plan to evaluate policy that is adopted.

PROPOSED TIMELINE: By September 1: Secure administrative and board support for program. Identify administrators who will be involved.
By September 30: Completed bibliography, reading about discipline issues. Be familiar with legal framework constraining policy.
By October 31: Developed statement of proposed policy alternatives. Hold informal meetings with representatives of staff, student, parent groups and community groups.
By December 31: Hold formal meetings of all groups.
By January 31: Develop proposed policy statement and evaluation plan.
By February 28: Present policy statement to involved groups.
By March 31: Board adopts a policy and evaluation plan.
By April 30: Publicize policy through news media, meetings with involved groups.

KNOWLEDGE AND SKILLS NEEDED TO COMPLETE ACTIVITIES SUCCESSFULLY:

Knowledge of legal framework, psychological and organizational rationales underlying different policy alternatives
Communication--written and oral/formal and informal
Working with individuals, small and large groups
Negotiation
Conflict resolution

ADMINISTRATIVE AREAS INVOLVED:

Pupil personnel administration
Utilization of staff and personnel administration (this might include inservice training for existing staff on classroom management, identifying the need for new positions and developing job descriptions)
Community relations
Business management (e.g., determining costs if staff changes are suggested)

Curriculum (e.g., incorporating units to change student behavior into curriculum)

ADMINISTRATORS INVOLVED:

Superintendent--make initial contacts with board, approve the project, suggest community leaders, administrators who should be involved. May make some initial contacts to these groups to introduce intern. Secure office space and secretarial help.

Principals (list)--Provide information on current policies and practices, discuss probable consequences of different approaches, introduce intern to staff and students, help arrange meetings, may conduct some meetings, ensure access to information.

Assistant Principals (list)--Provide information, assist in arranging meetings.

Etc.--All involved administrators will provide feedback to the intern, suggest additional actions she might take, meet with her whenever necessary to discuss projects.

Monitoring the Internship

The ICES staff felt that frequent monitoring was important, particularly at the beginning of the internship year. A clear monitoring process would insure that the intern and those working with her attended to their responsibilities for her activities. The process helped administrators contribute to the intern's growth. Without formal, structured monitoring interns easily could immerse themselves in routine duties while their administrators already were so occupied with their work that they would have little time to observe and analyze intern progress. In addition, much of the value of the internship lies in the opportunities to discuss events with other administrators and to receive frequent, honest feedback on performance. Monitoring was designed to provide occasions for such interaction so that interns did not become isolated.

Several forms of monitoring intern activities occurred. Each intern was required to keep logs which recorded her activities daily. Each month she summarized those activities and analyzed her own behavior and the value of her activities. Interns met informally with their administrators often, but they also scheduled formal meetings weekly or biweekly to review the logs and consider changes. Interns met with the ICES Coordinator twice a semester, or whenever necessary, and spoke with her frequently by phone.

Each intern was required to keep a brief log documenting her daily activities. Most used the form shown in Figure 4. Initially, ICES staff thought that such a log would be essential if the intern were to become dissatisfied with her activities or mired down in routine or busywork. The log would be evidence to use in negotiating changes. The log was designed to help the intern and those working with her determine not only how she spent time but with whom and where.

Figure 4: EXAMPLE OF A DAILY LOG

Date	Brief Description of Activity	Are You an Active or Passive Participant?	Other People Involved	Location or Setting	Admin. Areas Involved	Time Spent	Value of Experience
10/2/78	Wrote parents newsletter.	active	0	Office	Comm. relations	1.5 hr.	low
10/2/78	Attended meeting of Superintendent's Cabinet - discussed revising curriculum to stress basic skills and whether to add a position of Test Coordinator.	passive	Y. Daly, Sup't., M. Sanchez, Ass't Sup't for Personnel, Y. Ashe, H.S. Principal, S. West, Elem. Principal, etc.	Sup't's office	Curriculum Personnel Admin.	2.5 hr.	high
10/2/78	Attended Board of Education monthly meeting. PTA convened about low test scores. NEA opposes use of scores in teacher evaluation.	passive	Board, Admin., NEA members, PTA members, parents.	Board room	Curriculum Comm. relations	3.0 hr.	medium
10/2/78	Reading about minimal competency testing for my project.	active	0	Home	Curriculum	3.0 hr.	high

Interns were asked to review this evidence frequently and to analyze it. They were to consider whether they were spending too much time as passive participants, working alone or with one individual or group, in one or two locations and whether their activities were of any value to them or to the organization.

Intern and administrator reaction to the logs varied. Some interns found the log a valuable tool, while others found it burdensome. Where administrators were interested in examining the log and used it as a basis for discussion, interns considered the logs useful.

After the first semester, some interns experimented with other forms of logs or journals. However, no form of record keeping was suitable for all interns. As their workloads increased, they neglected logs. Less than one third of the group maintained logs consistently throughout the year.

Internship Settings and Schedules

Each intern's background, abilities and career plans in combination with the school district's resources were considered in developing the best possible internship experiences. Selection of settings for each intern was a crucial decision. In identifying the position, location and supervisors for each intern, districts attempted to give interns experiences with exemplary administrators and to broaden their educational experiences.

Most interns had a "primary internship," where they spent the majority of their time, and a "secondary internship" designed to broaden their

awareness of other administrative areas and of their school districts. Since most interns planned to seek principalships upon completion of the program, the majority spent their primary internships with building level administrators. Secondary internships were spent in a variety of central office positions.

Conclusions

The most successful internships were those where interns had significant responsibilities. The intern had to remain in a setting long enough to become a trusted member of the social system in order to have such responsibilities. In the cases where interns experienced a variety of central office functions, spending two or three weeks in each setting, they did not have the opportunity to complete significant tasks.

The division into "primary" and "secondary" internships was effective. This schedule gave interns the necessary district-wide experiences that would not have occurred had they been scheduled in a building for the year.

The internships gave all participants invaluable opportunities to learn about school administration. All participants benefitted from the internships.

THE INTERN IN THE SCHOOL DISTRICT: THE WICHITA ADMINISTRATIVE INTERNSHIP PROGRAM

Dean R. Stucky and Samuel E. Spaght

Public school districts frequently become involved in administrative internship programs, either alone or in cooperation with universities. Clearly, universities are dependent on the cooperation of local districts to provide good experiences for their students. In addition to facilitating university offerings, many districts provide their own internships to train their own staff members, to increase the number of women and minority group members on their administrative staffs, or as a prerequisite for assuming an administrative position. As field-based experiences become more popular and more frequently required for certification or graduate degrees, administrators in large districts confront increasing numbers of requests for internships. What once was an infrequent opportunity to assist in the preparation of future administrators can become a significant responsibility.

Wichita, Kansas has a long and successful history of providing appropriate administrative experiences for interns. Wichita's internship program grew out of a typical cooperative relationship between the district and Wichita State University. Approximately twelve years ago the internship became an integral part of the requirements for graduate students in the Education Specialist Program in administration. Since that time the district also has provided internships for individuals from other universities and in specializations other than administration.

Intern selection involves both university faculty and district administrators. When students become eligible for university credit for an

internship, they apply to the district for placement. Each applicant participates in at least two interviews with school district administrators before final placement. During the interviews, candidates learn the conditions under which internships are structured and the district's expectations of them. While district administrators have the right to reject any applicant, they rarely do so. However, each year one or more candidates decide against an internship program following their interviews with the school district administrators. Perhaps self-selection is a form of screening.

Upon selection, the new interns are asked to provide a list of goals and objectives to be achieved through the internship program. Assignment to an administrative supervisor is determined, at least in part, by those objectives. In every case, interns are discouraged from attempting to spend time in several offices during the internship period. It is obviously more advantageous to concentrate efforts in one or two divisions or departments than to visit a number of offices briefly under conditions which make the intern an observer or visitor rather than an active participant in the activities of that office.

Judging from feedback the district has received from interns after their internship experiences, goal identification promotes the success of their programs. Goal setting helps the administrative supervisor deal tangibly with the expressed needs of the intern, and it also encourages the intern to take the initiative in designing experiences. Each intern is urged to evaluate his or her experiences in light of those objectives and to communicate frequently with the supervisor about the degree of progress toward those goals. This arrangement permits a supervising administrator to make adaptations to help the student meet his or her needs.

While the district may provide a small mileage stipend to defray the costs of travel on the job, usually neither the district nor the university provides salaries or fellowships to the interns. Since most students in educational administration programs are employed in schools and cannot afford to take an extended leave of absence, they rarely opt for a fall or spring internship. Instead they attempt a summer internship. This, however, limits their options in terms of activities to observe and supervisors to work with.

The length of the internships varies according to credit hour requirements set by the university. However, generally it is agreed that the internship should be long enough to allow the intern to become vitally involved in the work of the office to which he or she is assigned, and such involvement encourages the completion of a project normally requiring several weeks.

School systems, interns, and their supervising administrators benefit from internships. The school system receives the services of an extra administrator during the intern's assignment. Since interns typically are experienced educators with graduate training in administration and other educational fields, these services are valuable. In addition, the school system can be assured that the intern has a greater understanding of school district problems, attitudes of management personnel, and procedures for decision making and problem solving. Invariably the intern shares this information and newly acquired attitudes with others, and the school system benefits from the positive public relations. This benefit is magnified when interns come from other school districts in the state. Large systems frequently have a "big brother" image among districts, and the image can be offset by the positive experiences their employees have as administrative interns in the Wichita system.

A school system such as Wichita is able to staff its administration with individuals who are highly specialized in a given area. Interns, working with specialists, are helped to apply theoretical concepts to the practical realities of school system management.

Administrative supervisors have responded positively to involvement in the internship program. Not only do they consider it their professional responsibility to help train potential administrators, but they enjoy the opportunities for personal growth which result from the self analysis involved when one attempts to share expertise with another individual.

The district experiences no serious problems in offering the internship. A major concern occurs if several interns attempt to schedule an experience in the same functional area, for this creates a heavy demand on one or two people who must supervise several interns at a time. When this problem is encountered, more discussion is held to develop alternative experiences which might parallel or duplicate the experience the intern specifically requested.

Since districts normally pay no salary to interns, financing the internship program is not an important concern. The major cost is the in-kind contribution of time and effort the individual supervisor spends on structuring and monitoring the intern's experiences.

The benefits of an internship, both to the prospective administrator and to the district, outweigh the minor problems internships can create. By providing internships the district adds well trained applicants to the pool from which it selects administrators, increases understanding of administration among teachers, and builds good relationships with other districts.

THE ICES INTERNSHIP: AN INTERN'S REPORT

by Melba Sherwood

During the 1978-79 school year, I was an ICES intern in the Garden City, Kansas, school district. What follows is an account of my year there, how the internship was set up, the problems I encountered and how I dealt with them, changes in the original internship plans, activities I was involved with and the changes the internship brought about in my personal and professional life.

I have also included an in-depth description of one major activity - staff recruitment - and my recommendations for the structuring of future administrative internships.

Initial Planning

USD 457 serves 4000 students in Garden City, Kansas, and the surrounding rural areas. It consists of one multi-building high school campus, two junior high schools, seven city and six rural elementary schools, an administrative complex and a school service center. The district contracts special education services from the High Plains Special Education Cooperative, which has its headquarters in Garden City.

The district's administration saw the ICES project as a means to help implement revisions in their affirmative action plan. These revisions specifically stated that more women and members of minority groups were needed in administrative positions. The superintendent and Board of Education decided not only to participate in Project ICES but to supplement the stipend Project ICES provided its participants. The Board determined that the intern it selected would receive her normal teaching salary.

They felt that the salary guarantee would insure that women heading single parent families could participate. The district also agreed to provide office space, secretarial assistance, and travel money to its intern.

The internship position was announced to the general staff and applications were solicited. The district followed the affirmative action procedures used to hire its administrators. A selection committee of building and central office administrators, school board members, and community representatives conducted interviews and chose the intern.

Even before applying for the ICES program I had begun to prepare for an administrative career. In addition to taking most of the course work required for the Education Specialist degree in administration, I had taken an administrative practicum in the superintendency. I had spent four years as a Language Arts teacher and twelve years as a counselor in the Garden City system. When selected for the internship, I was the District Coordinator of Guidance.

During my career I also had served for two years on the district's Curriculum Coordination Council. I was active in local and state education associations and had served as president of the Garden City Education Association, National Education Association delegate, Negotiations Council member, and treasurer of the Southwest Kansas Uniserv District.

The Personnel Director, the ICES Coordinator and I arranged the terms and placement of the internship. It was designed to meet a specific set of career goals. While my experience as a counselor had given me familiarity with building level administration, I needed to learn more about central office administration and district-wide concerns. My experience in computer applications gave me skills the Personnel Office could utilize, so we developed a 9-month contract that gave me Central Office work in personnel,

curriculum and finance, an option for building work, a flexible schedule, and an office in the Administration Building.

My actual internship activities were planned with the assistance of a "support team," consisting of other district-wide administrators. We identified specific activities to provide district-wide experiences that would prepare me for a Central Office administrative position. With my associated administrator, I prepared an intern agreement to formalize the decisions about my responsibilities and activities.

The superintendent of schools took responsibility for those activities concerning intergovernmental relations, general school management, and Board of Education/administrative relationships. During the year, he included me in such diverse activities as meeting with community agencies to review district needs, consultation with the Board's attorney concerning various legal matters of the district, and presentations to the Board of Education concerning personnel needs, facilities and instructional reports.

Since most of the experiences planned for me were in personnel management, I worked most closely with the Assistant Superintendent for Personnel and Administration. He also coordinated activities for me that included the supervision of financial and business operations, transportation, food services, and maintenance and grounds operations.

I also worked with other key administrators in the district. The business manager and the various division managers were most helpful to me as I studied each area and participated in daily activities.

One of my ongoing responsibilities was working with members of the Curriculum Coordinating Council on public relations efforts concerning curriculum matters and consultation work. As a result of my efforts, newspaper and other media coverage of district instructional activities

increased significantly. I worked closely with reporters to increase coverage of a wide range of instructional topics including the following: scientific studies during the solar eclipse, materials available in the district curriculum materials center, elementary physical education activities in movement education, a junior high curriculum in venereal disease education, and using drama in the classroom.

Consultation work with the Curriculum Coordinating Council as a whole, and with individual chairpersons, involved planning strategies for curriculum revision, creating evaluation formats, facilitating the development of leadership styles and skills for department chairpersons, and facilitating more effective Council meetings.

Implementation of the Internship

Flexibility was crucial to the success of the internship. During its course, the original plan was changed. Initially it established that I was to spend the first semester moving from one area of responsibility to another, participating in daily activities, discussing the overall picture with the area's administrator, and selecting and carrying out special projects as situations allowed. The second semester was to be spent in two or three areas where I was to have full responsibility for daily activities. But while the outline of the original plan was utilized, the emerging needs of the district, some changes in personnel, and a change in my interests dictated that I become basically involved in personnel matters during the second semester.

In August 1978, USD 457 adopted a Lau Plan designed to assure the Office of Civil Rights that the district would overcome educational deficiencies and racial isolation of language-minority children. The plan

specified that the teaching staff include a sufficient number of teachers who could instruct students in their native language whether that was English or Spanish.

The Assistant Superintendent supervised the negotiations, working with certificated staff, using "meet and confer" sessions with classified staff and supervising budget analysis and other routine activities. I prepared data to help in negotiations decisions.

After several conferences involving central office administrators, I was assigned the duties of planning recruitment efforts, supervising campus visits and other recruitment activities that included the evaluation of recruitment efforts. I received the valuable assistance of the Associate Administrator and the Superintendent at each step as we worked to fulfill the intent of the Lau Plan for our district. Evaluation of the recruitment efforts was not completed when it was time for me to leave, but by then the district had reached almost 60 percent of the goal.

Two personnel changes affected my internship. At the end of the 1977-1978 school year, the Assistant Superintendent resigned. While his replacement agreed to be my Associate Administrator, we experienced some initial difficulties. My experience in the district helped him as he became oriented to district staff concerns and the basic functions of the personnel office.

Then, just as the 1978-1979 school year began, the highly experienced executive secretary in Personnel resigned. Office procedures bogged down and troublesome delays interrupted the usual smooth flow of work. Her absence was felt to varying degrees the entire school year. A compounding problem occurred when we moved into a new administration building.

Another factor that affected my internship was my changing interests. As I worked more and more in the personnel area, I decided that should be

my area of specialization, since it gave me a strong sense of professional and personal satisfaction. Therefore, while I devoted time and attention to each of the nine areas outlined in the original internship plan, I began to concentrate on staff relations and personnel.

For example, the time I spent in financial and business operations was concerned with implementing efforts for PERSONNEL, a major data processing program dealing with salary and other personnel information. Also, the time I spent with transportation, food services and maintenance and grounds was related to personnel as I assisted the area managers in improvement of hiring, compensation, training and evaluation of their division employees. I also assisted the managers in writing or revising job descriptions for themselves and for their key personnel.

Another factor influenced the goals of the original internship plan. For a variety of reasons, I was not always able to complete a project to my satisfaction or had to shift gears in the middle of an interesting project. This proved frustrating. However, one of the goals of my internship was to develop flexibility, a capacity to quickly grasp situations, make decisions and follow through, so I profited from these experiences. Even though short-range goals were often revised, dropped or replaced, generally the long-range goals were reached. I was fortunate in that my support team and my work associates were flexible and communicated easily and quickly, influencing the direction and timing of many of the changes. As crises arose, the central office team was able to revise plans and shift priorities.

Internship Activities

Surely one of the greatest benefits of an internship is learning to function on a team with other administrators in attending to the daily

activities needed to keep an entire school district functioning, however tedious, repetitious or uninteresting the activities might be. While attending conferences, making financial decisions and enacting needed programs were rewarding, knowing that I was helping to provide an education for thousands of children was most rewarding. I learned just how much has to occur behind the scenes to keep a school system functioning well.

Many of my activities involved planning sessions and ongoing activities with administrators. Of particular value were the formal and informal conferences among school administrative staff concerning ongoing and upcoming problems. I was especially interested in the long-range planning sessions concerning recruitment of teaching staff, and I carried out responsibilities throughout the entire hiring process, from publicizing a position through screening applications, interviewing and evaluating candidates, recommending prospects to the Board and preparation of the contract terms and signing of the new staff members.

I was also interested in Saturday workshops and work sessions with other administrative staff and with outside consultants. Primarily, we focused on discussing how to provide equal educational opportunities for minority children. I also benefited from consulting with a faculty member from the University of Kansas on the writing of job descriptions and position analyses.

I participated in the weekly meetings of the central office staff and building administrators and in the bi-monthly Board of Education meetings and found them to benefit my study of district administration. Topics of discussion varied - some items came up time and time again while others were dealt with quickly. Sample topics were attendance policies for students, the upcoming Board elections, hiring needs, educational needs of

language-minority children, teacher negotiations, lawsuits against the district and Board policy revisions of many types. They all called for administrative research and recommendations, plans, and evaluation of current efforts, and I shared in the necessary research and presentations throughout my internship year.

Two areas of individual responsibility, both successful endeavors, were highlights of my year: the data processing PERSONNEL program and the implementation of parking spaces at each of the school buildings to serve the handicapped.

When the Assistant Superintendent resigned, I assumed major responsibility for PERSONNEL, the data processing program that helped facilitate salary and personnel information. I was given permission to supervise the necessary trial run to conduct limited parallel use of the system. Within two months I had corrected the programming problems, and the parallel run was in progress. In addition, new capabilities were designed and implemented so that the salary information could be used in projecting salary increases during negotiations sessions. The full potential of the program was never reached, but I was able to determine that the system worked and could be quite useful in personnel administration.

In order to secure city-designated parking for the handicapped at each school building, I studied local and state statutes, learned how to assess parking needs according to architectural and landscape needs and learned how to work with City Hall. The resulting parking plan, which conforms to Kansas law and ANSI recommendations, should be fully implemented before the 1979-1980 school year.

Staff Recruitment--A Valuable Internship Activity

Early in February the administrative staff began to confer in order to determine how best to go about the recruitment necessary to implement the Lau Plan. Changes in recruiting practices were clearly needed. District recruiters had not visited campuses the previous year; and, in fact, recruitment seemed to have depended solely upon prospective teachers responding to placement office notices. As a result, the pool of minority applicants was small.

A more comprehensive plan was needed for another reason. During the spring of 1978, the district had adopted an Equal Employment Opportunity/ Affirmative Action Plan which emphasized the need to employ a higher percentage of minority teachers to meet the district's needs. The EEO/AA plan also documented the advisability of employing more women in administration and men in elementary teacher positions.

A request was made to members of the community to help the system identify available minority candidates and under-utilized staff. While conferring with several community leaders, we found that they were reluctant to participate because some of them felt that minority applicants had not received fair consideration in the past and that only lip service was being paid to improving hiring practices.

Consequently, central office staff made making direct contacts with community Hispanic leaders a priority. As a result of this effort, we began to receive their support. Names and addresses of possible candidates began to trickle in, and we began three months of frequent telephone and mail contacts with placement officials, prospective teachers and references.

I proposed a plan to recruit Spanish-speaking teachers on college campuses, and it was accepted, with slight modification, and put into action. The director of the Lau Plan had received grant money for the recruitment of teachers to meet Lau needs, and an agreement was reached that the money would be combined with district funds to conduct campus recruitment trips in Texas, California, New Mexico, Nebraska, Colorado, Oklahoma and Kansas.

I made most of the contacts with placement offices and set up travel arrangements. As it turned out, we had to cancel visits to all the California campuses and most of the Texas campuses because we were unable to generate interest among prospective teachers there, and our travel schedule coincided with Spring Break on a number of campuses. Twenty campuses in six states were visited by various district personnel, and candidates from almost all twenty were invited for in-district interviews. Several of the candidates were offered contracts.

In addition to campus visits, we also contacted directors of bilingual programs, made direct contact with prospective teachers and established a more personalized in-district interview. Recruitment material packets were made up, and more than a thousand were distributed to students on campus, to candidates who contacted us, to the directors of 93 bilingual programs and at several regional and national meetings where prospective teachers might be contacted by district personnel.

Residents of the community submitted the names of possible candidates, and each one received a personal visit or telephone call. Usually the calls were made at night if we were trying to contact students who were in class or worked during the day. Placement directors in three states submitted lists of possible candidates for our use, and each was contacted

personally. Using these procedures, we hired several minority staff persons by the end of May; and when I left, there were indications that several more would be hired.

A summary of what our district learned about recruiting minority staff include some important facts and ideas.

1. Minority applicants often do not make use of university placement services but are more likely to look on their own for positions. Placing ads in student newspapers before a recruiter visits campus is advisable. Campus visits should be limited to one's own state and the contiguous states. Prospects in other states should be contacted through listings published by bilingual programs.
2. Recruitment teams should be composed of one to three people who are willing to travel extensively, work hard and actively seek to meet the identified needs of the district.
3. Prior to visiting a campus, make several contacts by letter and phone calls with the placement director. Also have a planned conference while on campus with this individual.
4. Involve minority staff in <u>all</u> recruitment efforts, especially with non-minority candidates, so that prospective staff recognize the district's dedication to affording educational equity for all students.
5. Adhere strictly to existing EEO/AA policy--no prospective candidate can be dismissed from consideration for any discriminatory reason.
6. Utilize community leaders to identify prospective minority teachers willing to move to your school district.
7. Be sure to have a generous telephone and travel budget.

Problems and Coping Strategies

Most problems I encountered were related to the newness of my position and my supervisor in the district. They included conflicting perceptions of what an internship should be, unclear goals and the usual ambiguities found in new working relationships.

One liability of "newness" was that it took awhile for me to gain the full trust not only of my supervisor but also of the central office staff. Because of my recent affiliation with the teachers' association, I was sometimes left out of ongoing situations. The district was faced with court action involving teacher negotiations and was eventually forced to reopen the previous year's negotiations. My strategy for coping with this situation was to make myself available to assist in non-political projects in order to free other central office administrators for negotiations work.

As the school year progressed, my associated administrator and I agreed on the nature of my intern experience. Our perceptions and goals began to merge in discussions concerning what experiences an intern needed. The entire support team saw the need for flexibility and my need to more fully develop the capacity to quickly grasp situations, make decisions and follow them through to a conclusion. Consequently, we tried to design my experiences to meet these goals.

Personal and Professional Changes in My Life During My Internship

Much of the popular press about women in management centers on the conflicts of changing social and professional relationships. I can attest to the truth of this reported conflict. My internship year was a rather lonely time for me. My teacher friends felt awkward with my

changed status and often excluded me from their plans. The strain of reopened teacher negotiations and my ambiguous position as "some sort of central office administrator" and "one of them" was the problem.

It took a long time to develop social relationships with the administrative staff. The central office staff did not appear to interact socially, and I had very little time after working 60-70 hours a week to develop new social relationships away from the world of work.

Use of what time I had was a problem. I devoted two summer school sessions as well as the school year to the internship position and had no guarantee that there would be an administrative position for me with the district when I finished. I had to be ready to move to another school district and, therefore, worked throughout the school year to increase the salability of my home and establish my professional credentials with various placement agencies. By the time it became clear that no position would be available in USD 457, I was able to put my home on the market and schedule interviews in other school systems. But throughout the year, time management was a problem--too much needed doing in too little time.

Changes in my professional life were also complicated and time demanding. I moved from a well-articulated position as a junior high counselor and district coordinator of guidance to a vaguely defined job viewed as a temporary position with expectations, demands and responsibilities that could only be defined with time. As it worked out, I moved from the limited interests, program supervisions and facilit tion of student decision-making as a counselor to the supervision of staff, district decision-making and shared responsibilities for improvement of services.

Because I established my own areas of personal expertise in data processing and reorganized information systems, project follow-up became

a problem for the district when it was time for me to leave. I had to request that other administrators do the follow-up, and some of it was never finalized.

Recommendations for Future Internships

The administrative internship needs to be a paid position, as mine was, so that the intern can participate fully in administrative activities during the school day and during free time.

It is important that the intern have time built into her work schedule to foster contact with other interns, keep systematic records of progress and analysis and to complete necessary classwork leading to certification.

Independently directed projects must be balanced with group decision-making and with handling daily routine matters. While my individual projects were of much personal interest and value, the district profited from the activities I did with other district administrators.

I strongly recommend that a district set up an internship program only if there is top-level administrative, as well as district-wide, support for the idea. The intern will need an associated administrator who has strong interest in the internship. That administrator must create a structured support team to meet with the intern periodically to review progress and to set goals. Also, formal evaluation at the end of the internship should involve the intern.

These were the planning, problems, changes, beneficial activities and recommendations involved in one ICES internship. My special thanks to the district administrators of USD 457 and the ICES directors and coordinator for their assistance and support during the term of my internship.

CHAPTER V

SUMMARY OF USA SUBCONTRACT ACTIVITIES

The United School Administrators of Kansas, the umbrella organization of state administrator's associations, provided office space, secretarial services, supplies and equipment and services such as photocopying, mailing and telephone for the ICES coordinator through its subcontract with the University of Kansas. The USA and especially the executive director, Dr. Jerry O. Schreiner, who also served as an associate director of Project ICES, more than fulfilled the terms of the subcontract.

The first six months of the project were especially busy. During that period the project coordinator and two secretaries were hired, and the coordinator's office was equipped. All these decisions involved a heavy time commitment for Dr. Schreiner.

The USA subcontract also paid for consultants who worked with the entire group and with individual interns. Deannelle Tacha, associate dean of the University of Kansas School of Law, and Barbara Kudlacek, director of public information, Topeka Public Schools, spoke to interns during the summer. Dr. Herold Regier, professor at the University of Kansas, went to Garden City and Dodge City to work with Sharon Germes and Melba Sherwood and their administrators in the fall of 1978.

When Dr. Adkison was first hired, Dr. Schreiner made a special effort to introduce her to Kansas educators. Because she was new to the state, this was especially beneficial. Dr. Schreiner introduced her to the State Department of Education Advisory Committee of Superintendents and to the USA governing board and other USA committees as well as to individual educators.

The USA worked to increase communications between Project ICES and administrators in the state. Its newsletter, The Administrator's Memo, regularly included information about ICES. Dr. Schreiner encouraged the planner of the USA regional meetings in August to put the project on the agenda, and most did. In addition ICES was in on the program of the state USA convention for both years of the project. USA also made efforts to have the project included on agendas of meetings of non-USA meetings such as the Kansas Association of School Boards.

Finally, USA continued to stress the importance of hiring the best-qualified administrators from pools which include women and minority-group members. Through its liaison committee with the Kansas Association of School Boards (KASB), the USA drafted a joint statement on "Minorities and Women in Administration," which was adopted by the USA representative assembly and tentatively endorsed by the KASB board of directors. Dr. Schreiner helped those interns seeking positions outside their employing districts in the job search.

In summary the USA provided invaluable assistance in implementing Project ICES. It continues to promote equity in the hiring of administrators and includes women on its significant committees. The facilities, secretarial services and support provided under the subcontract were superior. Without the participation of the subcontractor, the program would not have had its success.

CHAPTER VI

DISSEMINATION

Dissemination of information about Project ICES and its results was essential first to assure the success of the project in state and second to encourage adoption of similar programs in other states. In-state communications were important for several reasons. Publicizing the success of the program and the activities of the interns affected administrators and board members who are in a position to hire interns and other women for administrative positions. The clear evidence that the ICES interns were competent, effective administrators would impact future hiring decisions. Second, women in the state have had little evidence of administrative opportunities. Publicity about the ICES model was seen as one way to encourage other women to consider administrative careers.

The most important vehicle for statewide dissemination was the United School Administrators organization. USA structures an effective communications network used by most administrators. The USA newsletter, The Administrator's Memo, regularly included information about the project and the interns. Each intern who chose to do so wrote a lengthy description of the intern activities and career plans to be featured in an issue of the newsletter. Feedback to interns and ICES staff indicated that administrators did read the ICES features.

ICES staff and interns also attended the regional meetings USA holds in August. In 1978, before the internships had begun, Adkison, Bailey, and Schreiner covered the regionals and described the project to administrators. In 1979, after the completion of internships, the interns attended many of the regionals.

ICES was featured at the USA annual convention in 1978, 1979, and 1980. While being on the program was important, even more important was the opportunity the conventions afforded to interns to meet a variety of administrators from all parts of the state. Interns indicated that, in their three years of attendance, they first were regarded as oddities and were sometimes treated as sex objects. However, by the third year they were well received, treated as professionals, and not perceived as a minority. During those three years, the participation of other women in the convention also increased.

The project was featured in the University of Kansas School of Education Newsletter, in many local newspapers, and in Choices, a publication of the Midwest Sex Desegregation Assistance Center. Interns attended a wide variety of professional meetings within the state during the 1978-1979 school year.

As it became evident that the ICES model could be implemented successfully, national dissemination became a priority. As was the case within the state, the dissemination strategy stressed utilization of communications channels already in use by educational decision makers. At national conventions, ICES staff presented papers and participated in panels. Papers were submitted to nationally read publications. In addition, two monographs consisting of articles written by ICES participants were prepared, and four videotapes were produced. Table 3 lists these products.

In addition, publications of others and participation in conferences generated considerable interest. The Kappan, April 1979, in an article on women in administration, featured several WEEA-funded programs, including ICES in an article by Ellen Kimmel, Dorothy Harlow, and Mary Topping entitled "Special Programs to Promote Women into Educational Administration." This article generated considerable interest and requests for information, ranging from women wanting advice on how to break into administration to university

and LEA administrators interested in establishing similar programs.

In April, 1979, WEEAP funded a conference of its grantees who were involved in the training and placement of women in educational administration. It gave us a valuable opportunity to learn from others and to compare our project with those in other states. Finally, the ICES staff was invited to attend a training session for SEA staff conducted by Dr. Shirley McCune. As a result of inquiries, we shipped large numbers of the first monograph to state departments in Minnesota, Arizona, and Colorado. Monographs also were distributed at the meeting.

We have received inquiries about the program from universities, SEA's, regional laboratories, foundations, public school districts and individuals throughout the nation. Response to the ICES model has been enthusiastic. We continue to receive requests for information six months after the end of the project.

Table 3: Presentations, Publications and Videotapes

A. Presentations at National Conferences

J. Adkison, "Structural Determinants of Organizational Conflict: Loose Coupling as a Conflict Reducing Mechanism," paper presented to the annual meeting of the Rocky Mountain Educational Research Association, November 1978.

J. Adkison and J. Bailey, "The ICES Model: Increasing Women's Participation in Educational Administration," presented at the annual meeting of the American Educational Research Association, April 1979.

J. Adkison, "Conflict and Stress in Inter-Organizational Structures," paper presented at the annual meeting of the American Educational Research Association, April 1979.

J. Bailey, S. Germes, J. Schreiner and G. Odeneal, "Educational Equity for Women: Developing Leadership for the Eighties," annual convention, National Association of Secondary School Principals, 1979.

J. Bailey, "Federal Priorities and Local Practice: A Collaborative Approach," annual meeting, American Association of School Administrators, 1979.

J. Bailey and J. Adkison, "Some Success Stories," annual meeting, American Association of School Administrators, 1980.

J. Adkison, "Essential Components of Programs to Promote Women's Careers in School Administration," annual meeting, American Educational Research Association, 1980.

B. Publications

1. Monographs

J. Adkison (editor) The ICES Structure: Linking Organizations for Educational Equity, Lawrence, Kansas: The University of Kansas, 1979.

J. Adkison and A. Warren (editors) The Administrative Internship, Lawrence, Kansas: The University of Kansas, 1980.

2. Articles

J. Adkison, "Promoting Women in Educational Administration," Administrator's Notebook, 27, 1978-9.

J. Adkison and J. Bailey, "The ICES Model: Increasing Women's Participation in Educational Administration," accepted for publication by Planning and Changing, Summer or Fall 1980.

C. Videotapes (to be available through the Educational Development Center)

Women in Administration: Overcoming Sex-Role Stereotyping
Using Role Playing to Train Women Administrators
Project ICES: Preparing Women for Educational Leadership
Project ICES: The Administrative Internship

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